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Literacy
by Design™

Benchmark Book Evaluation Guide



Literacy by Design: Benchmark Book Evaluation Guide
Grade 2

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Literacy by Design: Benchmark Book Evaluation Guide
Grade 2

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Benchmark Book Evaluation Guide

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Assess oral reading for hands-on knowledge about student reading behaviors.

Use Benchmark Books when you want to:

- Assess whether a student is ready to move into another *Literacy by Design* reading level. This may be done when a student has completed all of the books at a particular level, or if you think a student is ready to move up before finishing all of the books at a particular level.
- Assess whether a student has been placed in a level that is too difficult. If a student is struggling in his or her current small group, you may want to use a Benchmark Book as a further indicator of the student's reading ability level.
- Provide a formal assessment for a grading period.

The **Benchmark Book Evaluation Guide** is an easy-to-use guide that outlines the evaluation protocol for each Benchmark Book and includes:

- Reading accuracy check
- Paper-and-pencil comprehension test
- Phonics or word study and nonfiction feature assessments
- Retelling assessment

Benchmark Book Features

Benchmark Books for Each Level Benchmark Books and evaluation protocols for each level are provided to assess reading progress and behaviors.

Fiction and Nonfiction Benchmark Selections *Literacy by Design*
Benchmark Books are leveled texts that contain both fiction and nonfiction selections within a single book.

Assessment of Genre and Nonfiction Features Benchmark Books include genres and nonfiction features introduced at each reading level.

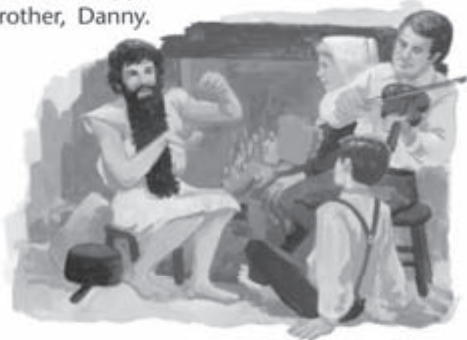
Genre: Folktale

After dinner Johnny told a story about a bear. "That bear was mighty angry," Johnny said. "He chased me up a tree and wouldn't let me down!"

"What did you do?" Emma asked.

"I had a long talk with that bear," said Johnny. "I told him that honey was a lot tastier than an apple eater like me. I told him that I might share some honey with him if he promised to be nice."

"What happened?" asked Emma's brother, Danny.



6



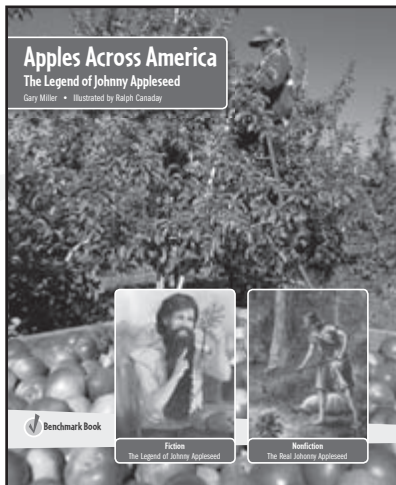
"That big, old bear promised not to eat me, and we shared a pot of honey," said Johnny. "I told him all about planting apple trees, and he told me all about catching fish with his claws!"

"Animals can't talk!" said Danny.

Johnny Appleseed laughed out loud and said, "Sure they can. You just need to know how to listen to them."

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Fiction



NONFICTION

Genre: Expository

Nonfiction Features:
Horizontal Time Line;
Sentence Length Captions

People growing **orchards** asked John for help. Once his apple seeds had grown into **seedlings**, John sold the tiny trees to new settlers and took care of many orchards.

Thanks to John's seedlings, apple orchards grew all across the frontier. Many of these orchards are still around today!



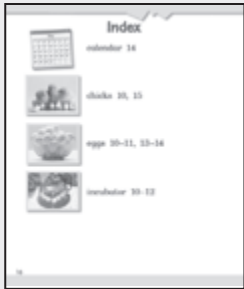
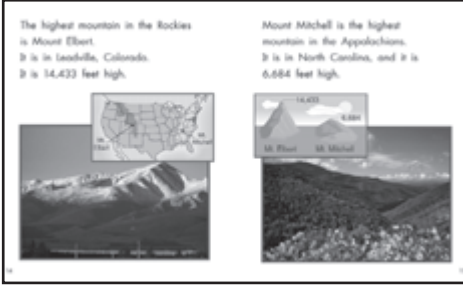
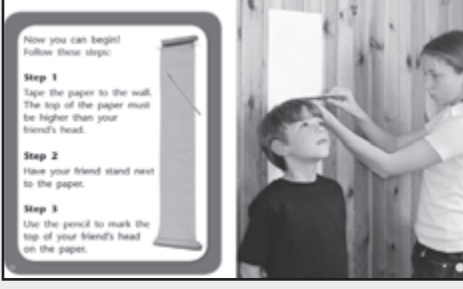
John Chapman spent his later years living in Indiana. On March 18, 1845, he died while visiting a friend in Ohio. People soon began telling stories about John and his apple seeds. Some stories were true, and some were made up. These stories became the legend of Johnny Appleseed. Today people honor the apple grower who gave so much to others.



Chapman's seedlings grew into big apple orchards.

Nonfiction

Features and Characteristics

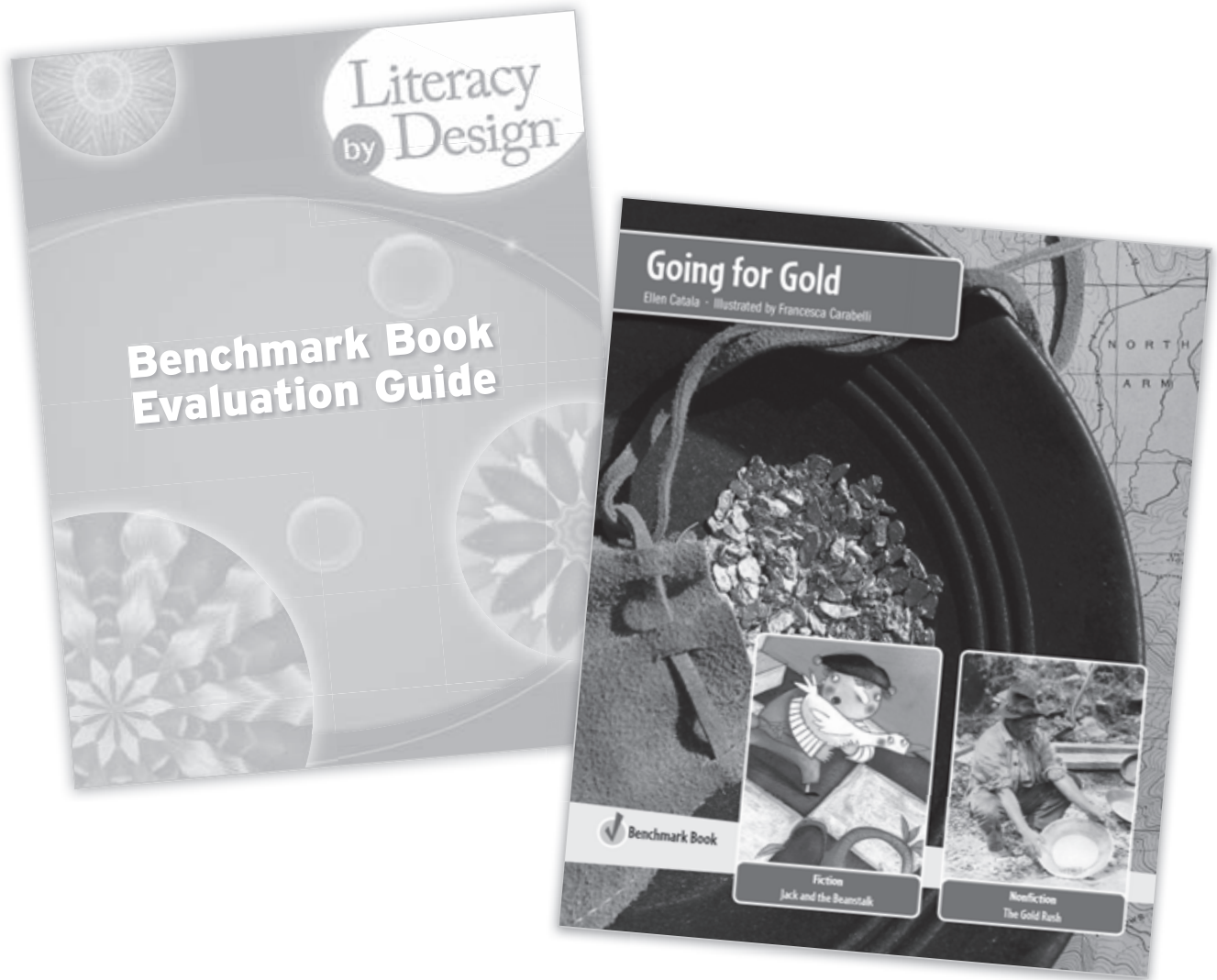
Level G	  Picture Index	Reading Characteristics for G • 150 to 225 words • Interest level is primary/intermediate • Concepts more challenging; some technical words introduced in context • Storyline includes several episodes and a variety of characters • Interpretation of characters required • Dialogue speaker tags sometimes embedded in larger sentence • Lines broken at natural phrasing • Realistic illustration or photographs • Supportive text-picture match
Level H	  Map Inset; Size Diagram	Reading Characteristics for H • 175 to 250 words • Interest level is primary/intermediate • Concepts are more challenging; technical words in context common • Storyline includes several episodes and a variety of characters • Interpretation of events and of characters and their change over time required • Dialogue speaker tags sometimes embedded in larger sentence • New sentences begin at left • Line broken at natural phrasing • Realistic illustration or photographs • Strong text-picture match
Level I	  Numbered List	Reading Characteristics for I • 250 to 350 words • Interest level is intermediate/middle school • Storyline is based on one main problem and solution with multiple events to remember • Requires interpretation of characters and their change over time • Punctuation: parentheses introduced • Dialogue is interrupted by speaker tags • Lines broken at natural phrasing • Realistic illustration or photographs • Supportive text-picture match
Level J	  Diagram with Callouts; Captions	Reading Characteristics for J • 300 to 500 words • Interest level is intermediate/middle school • Abstract concepts and technical words in context common • Storyline with passage of time introduced • Requires interpretation of characters and their change over time • Adult paragraphing (indents, no spacing) occurs in 50% of books • Supportive text-picture match

Level K	Flow Chart	Reading Characteristics for K • 400 to 600 words • Interest level is intermediate/middle school • Abstract concepts and technical words in context and challenging vocabulary common • Variety of writing styles • Story has one main plot that may span a longer period of time and a solution with multiple events • Characters with different perspectives • Dialogue of several speakers on a single page (with or without speaker tags) introduced • Adult paragraphing occurs in all books • Supportive text-picture match
Level L	Horizontal Time Line; Sentence Length Captions	Reading Characteristics for L • 600 to 700 words • Interest level is intermediate/middle school • Concepts possibly well outside child's experience • Variety of writing styles • Story has one main plot that may span a longer period of time and a solution with multiple events • Characters with different perspectives • Less realistic illustration styles introduced • Illustrations and photographs enhance rather than support text
Level M	Subheadings; Sidebar with Fun Facts; Map	Reading Characteristics for M • 800 to 1000 words • Interest level is intermediate/middle school • Historical concepts introduced • Story has one main plot that may span a longer period of time and a solution with multiple events • Characters with different perspectives • Technical terms that are explained in context introduced • Illustrations and photographs enhance rather than support text
Level N	Floor Plan	Reading Characteristics for N • 1400 to 1600 words for fiction • 1000 to 1300 words for nonfiction • Interest level is intermediate/middle school • Concepts well outside child's experience • Interpretation of characters' motives required • Suspense and irony introduced • Interpretation of illustrations and photographs required

Benchmark Assessment and Evaluation Kit

Purpose: To provide ongoing evaluation of reading behaviors for instructional purposes

- Individually administered several times during the year
- Includes Benchmark Books with fiction and nonfiction selections for each level
- Provides information about student reading accuracy, comprehension, phonics or word study, and nonfiction feature comprehension



Using the Benchmark Protocols

How does Benchmark Book evaluation make reading assessment easy?

Copy the eight pages of the protocol. Then follow the steps in the Teacher Directions to measure the student's reading performance.

Includes easy-to-read **administration prompts**.

Assess oral reading with the **Reading Accuracy Record**. (Or use the longer Oral Reading Record on pages 76–78 to analyze the student's errors.)

Evaluate the student's **retelling** of the main points of the selection.

Includes a **multiple-choice written assessment** to evaluate the student's progress in listening, comprehension, phonics or word study, and nonfiction text features.

LEVEL L

Apples Across America **Teacher Directions**

WORD COUNT: 683

Step 1: Provide Overview

Assess the child's reading skills with the benchmark book's nonfiction selection, "The Real Johnny Appleseed." You will assess the child's fiction reading skills in the next level.

Say This story is about John Chapman, a real person who became the legendary Johnny Appleseed. Let's read to find out about Johnny Appleseed.



Step 2: Assess Oral Reading

Read aloud the title of the nonfiction selection. Preview the nonfiction selection with the child by discussing the pictures. Have the child read aloud pages 10–13. As you listen, record errors on a copy of the Reading Accuracy Record on page 53. To further analyze the child's errors, you might do a traditional Oral Reading Record using pages 76–78 of this guide. Have the child finish reading the selection silently.

Step 3: Retell

Have the child retell the selection using the Retelling Instructions on page 54 of this guide.

Step 4: Finish Reading

Have the child finish reading the rest of the benchmark book on his or her own.

Step 5: Complete the Written Test

- Give the child a copy of the test from pages 55–56 of this guide. Read aloud the directions. Then have the child read the questions on his or her own and fill in the correct bubbles.
- Questions 11–14 (Phonics and Nonfiction Features) on page 57 are optional.
- If you choose to test phonics, use the prompts below:
 - » (Question 11) **Say** Listen to this sentence: He taught me how to tie my shoe. Which word has the same /ow/ ending sound as how: note, bowl, now? Fill in the bubble next to the word that has the same /ow/ ending sound as how.
 - » (Question 12) **Say** Listen to this sentence: People honor this apple grower. Fill in the bubble next to the word honor.

Using the Benchmark Protocols

How do scoring charts lead to better instruction?

Using a variety of assessment strategies and easy-to-use scoring charts, you can learn more about your student's needs and teach more prescriptively. Monitor how your student's reading skills advance.

Student Name: Maria Cruz Grade: 2 Date: March 12, 2008

Reading Accuracy Record, Level L Nonfiction: The Real Johnny Appleseed
Here is what counts as an error:

- The child reads a word incorrectly and doesn't self-correct.*
- The child omits a word.
- The child inserts a word that is not there.
- The child must be told a word in order to continue reading.

* If the child self-corrects, it does not count as an error.

PAGES	TEXT	TALLY OF ERRORS
10-11	Some people think that the story of Johnny Appleseed is a legend, but Johnny was a real person. His name was John Chapman, and he was born in Massachusetts in 1774. John didn't talk to animals, but he did live and work on the American frontier. During that time, most Americans lived on farms and didn't travel far from home. They raised cows and chickens. They also planted squash, beans, and corn.	
12-13	Around 1800 John left Massachusetts to travel on his own. Settlers from the East were moving to the frontier lands in Ohio. Most settlers traveled in wagons, but not John. He walked to Ohio, planting apple trees along the way. Life on the frontier was hard. Settlers chopped down trees to build houses. They plowed fields and planted crops. One day John visited a mill that crushed apples to make cider. John took leftover apple seeds and planted them.	

Subtract the number of errors from the number of words in the section: 151 - 10 = 141

Total number of nonfiction words correct: 141 /151 words Use results in Chart D on page 59.

Teacher Observations: Maria focuses on reading for meaning and does not
consistently attend to visual information.

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Benchmark Book Evaluation Guide Level L • Apples Across America 53

An **easy-to-follow rubric** makes assessment of the student's oral reading easy.

Easily tracks and tallies the student's errors.

Provides word count, an **easy-to-use formula**, and space to record the teacher's observations.

Provides key points to help assess the student's retelling.

Supplies prompts to guide retelling of the selection.

Easily assesses student progress using the **Retelling Scoring Guide** and teacher's observations.

Refers to comprehension lessons in the Teacher's Guide for **reteaching suggestions**.

Student Name: _____ Grade: _____ Date: _____

Retelling Instructions

Tell the child *Now I would like you to retell the story in your own words*. As the child retells, place a check mark next to key items in the spaces provided. The order in which the items are retold does not affect the score. Use the retelling prompts for those points not addressed by the child.

Nonfiction Retelling

KEY POINTS	UNPROMPTED RETELLING (CHECK ITEMS)	RETELLING PROMPTS	PROMPTED RETELLING (CHECK ITEMS)
1. John Chapman was the real name of Johnny Appleseed.		1. What was John Chapman's other name?	
2. During his time, people lived on farms and didn't travel far.		2. What was life like during Johnny Appleseed's time?	
3. Johnny Appleseed planted apple trees as he walked to Ohio.		3. What did John Chapman do as he walked to Ohio?	
4. People worked hard to build houses, plow fields, and plant crops.		4. What was life on the frontier like?	
5. John Chapman planted seeds that grew into tiny trees he sold to settlers. Many orchards are still around today.		5. What happened to the seeds that John Chapman planted?	
6. After Chapman's death, people told both true and made-up stories about him.		6. How did the legend of Johnny Appleseed begin?	
Total Check Marks			

Retelling Scoring Guide

Very Successful

5–6 Unprompted + Prompted Items

Successful

3–4 Unprompted + Prompted Items

Additional Observations

Next Step: If the child has limited success on retelling, focus on the comprehension lessons in the Teacher's Guide at this level or the level below.

Limited Success

0–2 Unprompted + Prompted Items

Using the Benchmark Protocols

What is the importance of written assessment?

Ongoing written assessment is key to identifying the strengths and needs of individual students and measuring their progress in acquiring comprehension, phonics or word study, and nonfiction features skills.

Uses multiple-choice format to assess **literal and inferential comprehension skills**. Students may be assessed on fiction and nonfiction selections separately or at the same time.

Student Name: _____ Grade: _____ Date: _____

Apples Across America Test: Level L

Part 1: Fiction: The Legend of Johnny Appleseed
Pages 2–9

Read the question and answer choices. Fill in the bubble next to the best answer.

1. Why do Ma and Pa invite Johnny to stay for dinner?
(A) He is hungry.
(B) _____
(C) _____

2. Why did Johnny Appleseed go to the frontier?
(A) _____
(B) _____
(C) _____

3. Why did Johnny Appleseed go to the frontier?
(A) _____
(B) _____
(C) _____

Part 2: Nonfiction: The Real Johnny Appleseed
Pages 10–16

6. John Chapman is the real name of _____.
(A) Johnny Appleseed
(B) a state
(C) the frontier

7. Why did Americans on the frontier grow their own food?
(A) They wanted to make money.
(B) They thought it was fun.
(C) There were no stores to buy food from.

8. Why did John Chapman find it hard to travel to Ohio on foot?
(A) It was a long trip, and he had few supplies.
(B) There were no apple trees, so he had nothing to eat.
(C) The many wagons got in his way.

9. What did John Chapman do with the seedlings?
(A) He made them into apple cider.
(B) He sold them to settlers.
(C) He gave them to animals.

10. When did the legend of Johnny Appleseed start?
(A) before John Chapman was born
(B) during John Chapman's lifetime
(C) soon after John Chapman died

56 Benchmark Book Evaluation Guide Level L • Apples Across America

Refers students to the actual **nonfiction text features** in the Benchmark Book to assess their understanding.

Part 3: Optional: Phonics and Nonfiction Features

11. Listen to your teacher and choose an answer.
(A) note
(B) bowl
(C) now

12. Listen to your teacher and choose an answer.
(A) her
(B) honor
(C) hopping

Open the book to page 11 and look at the caption.

13. What did early Americans plant on their farms?
(A) beans, corn, apples
(B) squash, beans, corn
(C) apples, squash, beans

Open the book to page 14 and look at the time line.

14. When did John Chapman leave for the frontier?
(A) 1774
(B) 1775
(C) 1800

Benchmark Book Evaluation Guide Level L • Apples Across America 57

Assesses two **phonics or word study skills** found in the Benchmark Book.

How is the student’s reading level determined?

Simple, easy-to-follow charts compile the information learned during the Benchmark Assessment to supply a comprehensive evaluation of the student’s progress. Using these charts will help you accurately determine the reading level at which to continue instruction with the student.

Reading Accuracy Chart determines the student’s reading accuracy level.

Reading Comprehension Chart uses the results to determine the student’s comprehension level.

Reading Level Chart evaluates the reading level at which the student should continue for meaningful success.

Determining a Child’s Reading Level

D. Reading Accuracy Chart: Circle Frustration, Instructional, or Independent Level.

If the child’s total number of words correct from page 53 is . . .	135 or below	136–142	143–151
then the child’s Reading Accuracy Level is . . .	Frustration (89% and below)	Instructional (90–94%)	Independent (95–100%)

E. Reading Comprehension Chart: Circle Beginning, Developing, or Proficient Level.

If the child’s total number of correct comprehension questions from page 58 is . . .	7 or below	8	9–10
then the child’s Comprehension Level is . . .	Beginning (74% and below)	Developing (75–89%)	Proficient (90–100%)

F. Reading Level Chart: Circle Reading Level.

If the child’s Reading Accuracy Level is . . .	and the child’s Reading Comprehension is . . .	then the next step is . . .	Reading Level
Frustration	Beginning	Move the child down two reading levels for instruction.	J
	Developing	Move the child down one reading level for instruction.	K
	Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	L
Instructional	Beginning	Move the child down one reading level for instruction.	K
	Developing or Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	L
Independent	Beginning	Keep the child at this reading level for instruction.	L
	Developing or Proficient	Move the child up one reading level for instruction.	M

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The Eggs Are Hatching!

WORD COUNT: 208

Teacher Directions

Step 1: Provide Overview

Assess the child's reading skills with the benchmark book's fiction selection, "Henry Hummingbird's Huge Egg." You will assess the child's nonfiction reading skills in the next level.

Say *This story is about a hummingbird named Henry who finds a huge egg. Let's read to find out how Henry and his friends work together to hatch a huge egg.*



Step 2: Assess Oral Reading

Read aloud the title of the fiction selection. Preview the fiction selection with the child by discussing the pictures. Have the child read aloud pages 2–9. As you listen, record errors on a copy of the Reading Accuracy Record on page 13. To further analyze the child's errors, you might do a traditional Oral Reading Record using pages 76–78 of this guide.

Step 3: Retell

Have the child retell the selection using the Retelling Instructions on page 14 of this guide.

Step 4: Finish Reading

Have the child finish reading the rest of the benchmark book on his or her own.

Step 5: Complete the Written Test

- Give the child a copy of the test from pages 15–16 of this guide. Read each question and answer choice aloud and have the child fill in the correct bubbles.
- Questions 11–14 (Phonics and Nonfiction Features) on page 17 are optional.
- If you choose to test phonics, use the prompts below:
 - » (Question 11) **Say** *Listen to this sentence: The egg was not small. Which word has the same /sm/ beginning sounds as small: some, sweep, smell? Fill in the bubble next to the word that has the same /sm/ beginning sounds as small.*
 - » (Question 12) **Say** *Listen to this sentence: Keeping such a big egg warm was a lot of work. Fill in the bubble next to the word such.*

Reading Accuracy Record, Level G Fiction: Henry Hummingbird’s Huge Egg

Here is what counts as an error:

- The child reads a word incorrectly and doesn’t self-correct.*
- The child omits a word.
- The child inserts a word that is not there.
- The child must be told a word in order to continue reading.

* If the child self-corrects, it does not count as an error.

PAGES	TEXT	TALLY OF ERRORS
2–3	Henry Hummingbird spotted something on the ground below. It was big and white and round. “It’s a huge hummingbird egg!” he thought. “I think I will help it hatch!”	
4–5	Henry sat on top of the big egg to keep it warm. Keeping such a big egg warm was a lot of work. “It is much too big for a hummingbird egg,” his friends said. But they still helped Henry watch the egg.	
6–7	Henry and his friends sat and sat. Then one day there was a big crack! “My baby is hatching at last!” said Henry.	
8–9	A long green nose broke out of the egg. “Daddy!” said the baby. “That’s me!” said Henry. Then he gave his big baby a big hug!	

Subtract the number of errors from the number of words in the section: 121 – =

Total number of fiction words correct: /121 words Use results in Chart D on page 19.

Teacher Observations: _____

Retelling Instructions

Tell the child *Now I would like you to retell the story in your own words.* As the child retells, place a check mark next to key items in the spaces provided. The order in which the items are retold does not affect the score. Use the retelling prompts for those points not addressed by the child.

Fiction Retelling

KEY POINTS	UNPROMPTED RETELLING (CHECK ITEMS)	RETELLING PROMPTS	PROMPTED RETELLING (CHECK ITEMS)
1. Henry Hummingbird saw a huge egg.		1. What did Henry Hummingbird see?	
2. Henry decided to help the egg hatch.		2. What did Henry decide to do with the egg?	
3. Henry sat on the egg to keep it warm.		3. How did Henry keep the egg warm?	
4. Henry’s friends said the egg was too big to be a hummingbird egg.		4. What did Henry’s friends say about the egg?	
5. When it was ready to hatch, the egg cracked.		5. What happened when the egg was ready to hatch?	
6. A long green nose broke out of the egg.		6. What broke out of the egg?	
Total Check Marks			

Retelling Scoring Guide

Very Successful

5–6 Unprompted + Prompted Items

Successful

3–4 Unprompted + Prompted Items

Additional Observations

Next Step: If the child has limited success on retelling, focus on the comprehension lessons in the Teacher’s Guide at this level or the level below.

The Eggs Are Hatching! Test: Level G**Part 1: Fiction: Henry Hummingbird's Huge Egg
Pages 2–9**

Follow along as your teacher reads the questions and answer choices. Fill in the bubble next to the best answer.

1. How does Henry help the egg?

- ☐ (A) He paints it.
- ☐ (B) He sits on it.
- ☐ (C) He carries it home.

2. Why does Henry need help with the egg?

- ☐ (A) Henry is too busy.
- ☐ (B) The egg keeps moving.
- ☐ (C) Keeping the egg warm is hard work.

3. What hatches from the egg?

- ☐ (A) a lizard
- ☐ (B) a hummingbird
- ☐ (C) a chicken

4. What does the baby call Henry when it hatches?

- ☐ (A) Father
- ☐ (B) Mommy
- ☐ (C) Daddy

5. Why does Henry hug the baby?

- ☐ (A) He loves it.
- ☐ (B) He is saying goodbye to it.
- ☐ (C) He wants to keep it warm.

Part 2: Nonfiction: Hatching Chicks
Pages 10–16

6. What does an incubator do?
- Ⓐ It keeps eggs cold.
 - Ⓑ It keeps eggs warm.
 - Ⓒ It keeps eggs from breaking.
7. Why should you put water by the eggs?
- Ⓐ to keep them from getting dry
 - Ⓑ to keep them from getting cold
 - Ⓒ to keep them from rolling away
8. Why should you mark the days on a calendar?
- Ⓐ to let the chicks know when to hatch
 - Ⓑ to keep track of the days until the chicks hatch
 - Ⓒ to make sure you give the eggs enough food and water
9. How many days will it take for the eggs to hatch?
- Ⓐ 5
 - Ⓑ 21
 - Ⓒ 35
10. Why should you give the chicks food and water?
- Ⓐ so they stay warm
 - Ⓑ so they are quiet
 - Ⓒ so they can grow

Part 3: Optional: Phonics and Nonfiction Features

11. Listen to your teacher and choose an answer.

- Ⓐ some
- Ⓑ sweep
- Ⓒ smell

12. Listen to your teacher and choose an answer.

- Ⓐ some
- Ⓑ such
- Ⓒ soon

Open the book to the table of contents.

13. Which of the following begins on page 10?

- Ⓐ The Eggs Are Hatching!
- Ⓑ Henry Hummingbird's Huge Egg
- Ⓒ Hatching Chicks

Open the book to page 16. Look at the index.

14. On which page can you read about the calendar?

- Ⓐ page 10
- Ⓑ page 14
- Ⓒ page 15

Scoring Guide

A. Comprehension Answer Key: Circle the points, then total. Use results in Chart E on page 19.

QUESTION	CORRECT ANSWER	SKILL	POINTS
1.	B	Literal	1 / 0
2.	C	Inferential	1 / 0
3.	A	Literal	1 / 0
4.	C	Literal	1 / 0
5.	A	Inferential	1 / 0
6.	B	Literal	1 / 0
7.	A	Literal	1 / 0
8.	B	Inferential	1 / 0
9.	B	Literal	1 / 0
10.	C	Inferential	1 / 0
Total Comprehension Score			/ 10

B. Phonics Answer Key: Circle the points, then total.

11.	C	Consonant Blend <i>sm</i>	1 / 0
12.	B	Digraph <i>ch</i>	1 / 0
Total Phonics Score			/ 2

Next Step: If the child scores 1 or 0, provide additional consonant blend *sm* and/or digraph *ch* instruction.

C. Nonfiction Features Answer Key: Circle the points, then total.

13.	C	Table of Contents	1 / 0
14.	B	Index	1 / 0
Total Nonfiction Features Score			/ 2

Next Step: If the child misses either question, you may want to review how to read a table of contents and/or an index.

Determining a Child's Reading Level

D. Reading Accuracy Chart: Circle Frustration, Instructional, or Independent Level.

If the child's total number of words correct from page 13 is . . .	108 or below	109–114	115–121
then the child's Reading Accuracy Level is . . .	Frustration (89% and below)	Instructional (90–94%)	Independent (95–100%)

E. Reading Comprehension Chart: Circle Beginning, Developing, or Proficient Level.

If the child's total number of correct comprehension questions from page 18 is . . .	7 or below	8	9–10
then the child's Comprehension Level is . . .	Beginning (74% and below)	Developing (75–89%)	Proficient (90–100%)

F. Reading Level Chart: Circle Reading Level.

If the child's Reading Accuracy Level is . . .	and the child's Reading Comprehension is . . .	then the next step is . . .	Reading Level
Frustration	Beginning	Move the child down two reading levels for instruction.	E
	Developing	Move the child down one reading level for instruction.	F
	Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	G
Instructional	Beginning	Move the child down one reading level for instruction.	F
	Developing or Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	G
Independent	Beginning	Keep the child at this reading level for instruction.	G
	Developing or Proficient	Move the child up one reading level for instruction.	H

From Here To There

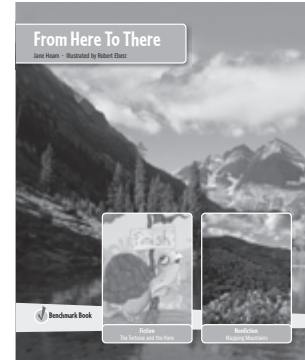
Teacher Directions

WORD COUNT: 250

Step 1: Provide Overview

Assess the child's reading skills with the benchmark book's nonfiction selection, "Mapping Mountains." You will assess the child's fiction reading skills in the next level.

Say *This story is about mountains in the United States. Let's read to find out about the Rocky and Appalachian Mountains.*



Step 2: Assess Oral Reading

Read aloud the title of the nonfiction selection. Preview the nonfiction selection with the child by discussing the pictures. Have the child read aloud pages 10–16. As you listen, record errors on a copy of the Reading Accuracy Record on page 21. To further analyze the child's errors, you might do a traditional Oral Reading Record using pages 76–78 of this guide.

Step 3: Retell

Have the child retell the selection using the Retelling Instructions on page 22 of this guide.

Step 4: Finish Reading

Have the child finish reading the rest of the benchmark book on his or her own.

Step 5: Complete the Written Test

- Give the child a copy of the test from pages 23–24 of this guide. Read each question and answer choice aloud and have the child fill in the correct bubbles.
- Questions 11–14 (Phonics and Nonfiction Features) on page 25 are optional.
- If you choose to test phonics, use the prompts below:
 - » (Question 11) **Say** *Listen to this sentence: He was very slow. Which word has the same ending sound as slow: rabbit, sleep, grow? Fill in the bubble next to the word that has the same ending sound as slow.*
 - » (Question 12) **Say** *Listen to this sentence: The plane made a long flight. Which word has the same ending sounds as flight: with, high, night? Fill in the bubble next to word that ends like flight.*

Reading Accuracy Record, Level H Nonfiction: Mapping Mountains

Here is what counts as an error:

- The child reads a word incorrectly and doesn't self-correct.*
- The child omits a word.
- The child inserts a word that is not there.
- The child must be told a word in order to continue reading.

* If the child self-corrects, it does not count as an error.

PAGES	TEXT	TALLY OF ERRORS
10–11	Let's take a trip to the mountains. We can map what we see. These are the Rocky Mountains. This map shows the location of the Rocky Mountains. Which states do they go across?	
12–13	These are the Appalachian Mountains. This map shows the location of the Appalachian Mountains. Which states do they go across?	
14–15	The highest mountain in the Rockies is Mount Elbert. It is in Leadville, Colorado. It is 14,433 feet high. Mount Mitchell is the highest mountain in the Appalachians. It is in North Carolina, and it is 6,684 feet high.	
16	These mountain areas are on different sides of the United States. Which one is closer to you?	

Subtract the number of errors from the number of words in the section: 109 – =

Total number of nonfiction words correct: /109 words Use results in Chart D on page 27.

Teacher Observations: _____

Retelling Instructions

Tell the child *Now I would like you to retell the story in your own words.* As the child retells, place a check mark next to key items in the spaces provided. The order in which the items are retold does not affect the score. Use the retelling prompts for those points not addressed by the child.

Nonfiction Retelling

KEY POINTS	UNPROMPTED RETELLING (CHECK ITEMS)	RETELLING PROMPTS	PROMPTED RETELLING (CHECK ITEMS)
1. We can map what we see on a trip to the mountains.		1. What can we do on a trip to the mountains?	
2. You can look at a map to see what states the Rocky Mountains cross.		2. How can you find out what states the Rocky Mountains cross?	
3. You can look at a map to see what states the Appalachian Mountains cross.		3. How can you find out what states the Appalachian Mountains cross?	
4. The highest mountain in the Rockies is Mount Elbert.		4. What is the highest mountain in the Rockies?	
5. The highest mountain in the Appalachians is Mount Mitchell.		5. What is the highest mountain in the Appalachians?	
6. These mountain areas are on different sides of the United States.		6. Where are these mountain areas?	
Total Check Marks			

Retelling Scoring Guide

Very Successful

5–6 Unprompted + Prompted Items

Successful

3–4 Unprompted + Prompted Items

Additional Observations

Next Step: If the child has limited success on retelling, focus on the comprehension lessons in the Teacher’s Guide at this level or the level below.

From Here To There* Test: Level H*Part 1: Fiction: The Tortoise and the Hare
Pages 2–9**

Follow along as your teacher reads the questions and answer choices. Fill in the bubble next to the best answer.

1. Why does Hare think he will win the race?

- ☐ (A) because he always wins
- ☐ (B) because he is not tired
- ☐ (C) because he has big feet

2. Why does Hare think he can take a nap and still win?

- ☐ (A) because he can take a car to the finish line
- ☐ (B) because he has a big lead in the race
- ☐ (C) because he knows Tortoise is also taking a nap

3. Why do you think Tortoise wins the race?

- ☐ (A) He asks a lot of questions.
- ☐ (B) He makes Hare take a nap.
- ☐ (C) He keeps racing.

4. Who goes up the hill first?

- ☐ (A) Tortoise
- ☐ (B) Hare
- ☐ (C) the starter

5. What probably would have happened if Hare hadn't taken a nap?

- ☐ (A) Hare would have won.
- ☐ (B) Hare would have been too sleepy to finish the race.
- ☐ (C) Hare would have let Tortoise win.

Part 2: Nonfiction: Mapping Mountains
Pages 10–16

6. What is the highest mountain in the Rocky Mountains?
- Ⓐ Mount Elbert
 - Ⓑ Mount Mitchell
 - Ⓒ Mount Leadville
7. How can you find out which states the Rocky Mountains cross?
- Ⓐ You can look out the window.
 - Ⓑ You can look at the map.
 - Ⓒ You can look at the photographs.
8. How close together are the Rocky Mountains and the Appalachians?
- Ⓐ They are not close together at all.
 - Ⓑ They are right next to each other.
 - Ⓒ They are on top of each other.
9. Where is Mount Elbert?
- Ⓐ New Jersey
 - Ⓑ South Carolina
 - Ⓒ Colorado
10. Which mountain would probably take the longest to climb?
- Ⓐ Mount Elbert
 - Ⓑ Mount Mitchell
 - Ⓒ Mount Carolina

Part 3: Optional: Phonics and Nonfiction Features

11. Listen to your teacher and choose an answer.

- Ⓐ rabbit
- Ⓑ sleep
- Ⓒ grow

12. Listen to your teacher and choose an answer.

- Ⓐ with
- Ⓑ high
- Ⓒ night

Open the book to page 13.
Look at the map.

13. Which state do the Appalachian Mountains cross?

- Ⓐ Texas
- Ⓑ Iowa
- Ⓒ New York

Open the book to page 15.
Look at the diagram.

14. Which mountain is 14,433 feet high?

- Ⓐ Mount Mitchell
- Ⓑ Mount Elbert
- Ⓒ Mount North Carolina

Scoring Guide

A. Comprehension Answer Key: Circle the points, then total. Use results in Chart E on page 27.

QUESTION	CORRECT ANSWER	SKILL	POINTS
1.	A	Literal	1 / 0
2.	B	Literal	1 / 0
3.	C	Inferential	1 / 0
4.	B	Literal	1 / 0
5.	A	Inferential	1 / 0
6.	A	Literal	1 / 0
7.	B	Literal	1 / 0
8.	A	Inferential	1 / 0
9.	C	Literal	1 / 0
10.	A	Inferential	1 / 0
Total Comprehension Score			/ 10

B. Phonics Answer Key: Circle the points, then total.

11.	C	ow Word Family	1 / 0
12.	C	ight Word Family	1 / 0
Total Phonics Score			/ 2

Next Step: If the child scores 1 or 0, provide additional *ow* and/or *ight* word family instruction.

C. Nonfiction Features Answer Key: Circle the points, then total.

13.	C	Map	1 / 0
14.	B	Size Diagram	1 / 0
Total Nonfiction Features Score			/ 2

Next Step: If the child misses either question, you may want to review how to read a map and/or a size diagram.

Determining a Child's Reading Level

D. Reading Accuracy Chart: Circle Frustration, Instructional, or Independent Level.

If the child's total number of words correct from page 21 is . . .	97 or below	98–103	104–109
then the child's Reading Accuracy Level is . . .	Frustration (89% and below)	Instructional (90–94%)	Independent (95–100%)

E. Reading Comprehension Chart: Circle Beginning, Developing, or Proficient Level.

If the child's total number of correct comprehension questions from page 26 is . . .	7 or below	8	9–10
then the child's Comprehension Level is . . .	Beginning (74% and below)	Developing (75–89%)	Proficient (90–100%)

F. Reading Level Chart: Circle Reading Level.

If the child's Reading Accuracy Level is . . .	and the child's Reading Comprehension is . . .	then the next step is . . .	Reading Level
Frustration	Beginning	Move the child down two reading levels for instruction.	F
	Developing	Move the child down one reading level for instruction.	G
	Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	H
Instructional	Beginning	Move the child down one reading level for instruction.	G
	Developing or Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	H
Independent	Beginning	Keep the child at this reading level for instruction.	H
	Developing or Proficient	Move the child up one reading level for instruction.	I

Measure Me!

WORD COUNT: 314

Teacher Directions

Step 1: Provide Overview

Assess the child's reading skills with the benchmark book's fiction selection, "Two Cats Tall!" You will assess the child's nonfiction reading skills in the next level.

Say *This story is about measuring height. Let's read to find out what these children use to measure each other.*



Step 2: Assess Oral Reading

Read aloud the title of the fiction selection. Preview the fiction selection with the child by discussing the pictures. Have the child read aloud pages 2–6. As you listen, record errors on a copy of the Reading Accuracy Record on page 29. To further analyze the child's errors, you might do a traditional Oral Reading Record using pages 76–78 of this guide. Have the child finish reading the selection silently.

Step 3: Retell

Have the child retell the selection using the Retelling Instructions on page 30 of this guide.

Step 4: Finish Reading

Have the child finish reading the rest of the benchmark book on his or her own.

Step 5: Complete the Written Test

- Give the child a copy of the test from pages 31–32 of this guide. Read each question and answer choice aloud and have the child fill in the correct bubbles.
- Questions 11–14 (Phonics and Nonfiction Features) on page 33 are optional.
- If you choose to test phonics, use the prompts below:
 - » (Question 11) **Say** *Listen to this sentence:* They could not find a ruler. *Which word has the same /nd/ ending sounds as find: start, stand, sad? Fill in the bubble next to the word that has the same /nd/ ending sounds as find.*
 - » (Question 12) **Say** *Listen to this sentence:* Point to your best friend. *Which word has the same /nt/ ending sounds as point: went, wet, pin? Fill in the bubble next to the word with the same /nt/ ending sounds as point.*

Reading Accuracy Record, Level I Fiction: Two Cats Tall!

Here is what counts as an error:

- The child reads a word incorrectly and doesn’t self-correct.*
- The child omits a word.
- The child inserts a word that is not there.
- The child must be told a word in order to continue reading.

* If the child self-corrects, it does not count as an error.

PAGES	TEXT	TALLY OF ERRORS
2–3	Liza asked her twin sister, “Do you think I am taller than you?” Illana answered, “No. I think I am taller than you!” “Let’s measure ourselves!” said Liza. Illana looked for something to measure with. All she could find was a piece of rope. “Could we measure each other with this rope?” she asked. “I’ve got an idea!” said Liza, and she pointed at their cat Millie.	
4–5	“Millie isn’t going to measure us!” said Illana. “No, no!” said Liza. “We can use this rope to measure Millie. Then we can use her length as our unit of measure. We’ll use <i>that</i> to measure each other.” “I get it!” said Illana. “We won’t measure each other in inches and feet. We’ll measure ourselves in Millies!”	
6	Illana held Millie, and Liza measured. Illana marked the rope to show where Millie ended.	

Subtract the number of errors from the number of words in the section: 139 – =

Total number of fiction words correct: /139 words Use results in Chart D on page 35.

Teacher Observations: _____

Retelling Instructions

Tell the child *Now I would like you to retell the story in your own words.* As the child retells, place a check mark next to key items in the spaces provided. The order in which the items are retold does not affect the score. Use the retelling prompts for those points not addressed by the child.

Fiction Retelling

KEY POINTS	UNPROMPTED RETELLING (CHECK ITEMS)	RETELLING PROMPTS	PROMPTED RETELLING (CHECK ITEMS)
1. Liza and Illana wanted to know who was taller.		1. What question were the twins trying to answer about each other?	
2. They could not find a ruler and had to use something else.		2. Why did they use a rope?	
3. They used the rope to measure Millie, their cat.		3. How did they use the rope?	
4. They could measure themselves against the length of the cat.		4. Why did they measure the cat?	
5. Each of the twins was two “Millies” tall.		5. How tall was each girl?	
6. When Millie stretched, her body was twice as long.		6. What did the girls notice about Millie when she stretched?	
Total Check Marks			

Retelling Scoring Guide

Very Successful

5–6 Unprompted + Prompted Items

Successful

3–4 Unprompted + Prompted Items

Additional Observations

Next Step: If the child has limited success on retelling, focus on the comprehension lessons in the Teacher’s Guide at this level or the level below.

Measure Me! Test: Level I**Part 1: Fiction: Two Cats Tall!**
Pages 2–9

Follow along as your teacher reads the questions and answer choices. Fill in the bubble next to the best answer.

1. At the beginning of the story, what do the girls want to know?
 - (A) who is older
 - (B) who is taller
 - (C) who is stronger
2. How do the girls use the rope?
 - (A) to measure the cat
 - (B) to measure the floor
 - (C) to measure the ruler
3. Why do the girls measure each other in Millies?
 - (A) They don't want to measure themselves in inches and feet.
 - (B) They can't find a ruler to measure with.
 - (C) They were told to by their teacher.
4. Where do the girls measure each other?
 - (A) near a tree
 - (B) on the couch
 - (C) against a wall
5. Why do the girls laugh when Millie stretches?
 - (A) Millie makes a funny sound.
 - (B) Millie breaks the rope.
 - (C) Millie is bigger than when they measured her.

Part 2: Nonfiction: How Tall Are You?
Pages 10–16

6. Why must the paper be higher than your friend's head when you measure?
- Ⓐ so you don't write on the wall
 - Ⓑ so you don't need a ruler
 - Ⓒ so you don't need a pencil
7. What do you use the pencil for?
- Ⓐ to draw a picture of your friend
 - Ⓑ to mark how long an inch is
 - Ⓒ to make a mark on the paper
8. What do you use the ruler for?
- Ⓐ to hold up the paper
 - Ⓑ to measure how high the mark is
 - Ⓒ to measure how long the paper is
9. Which is the best way to record your friend's height?
- Ⓐ 3 feet, 11 inches
 - Ⓑ 3 rulers, 11 marks
 - Ⓒ 3 marks, 11 inches
10. What would happen if you measured your friend while he or she was sitting down?
- Ⓐ The new mark would be higher.
 - Ⓑ The new mark would be lower.
 - Ⓒ The new mark would stay the same.

Part 3: Optional: Phonics and Nonfiction Features

11. Listen to your teacher and choose an answer.

- Ⓐ start
- Ⓑ stand
- Ⓒ sad

12. Listen to your teacher and choose an answer.

- Ⓐ went
- Ⓑ wet
- Ⓒ pin

Open the book to page 16.
Look at the glossary.

13. Which word means “the size or amount of something”?

- Ⓐ feet
- Ⓑ measurement
- Ⓒ inches

Open the book to page 16.
Look at the index.

14. What can you read about on page 11?

- Ⓐ feet and inches
- Ⓑ steps in measuring
- Ⓒ supplies for measuring

Scoring Guide

A. Comprehension Answer Key: Circle the points, then total. Use results in Chart E on page 35.

QUESTION	CORRECT ANSWER	SKILL	POINTS
1.	B	Literal	1 / 0
2.	A	Literal	1 / 0
3.	B	Inferential	1 / 0
4.	C	Literal	1 / 0
5.	C	Inferential	1 / 0
6.	A	Inferential	1 / 0
7.	C	Literal	1 / 0
8.	B	Literal	1 / 0
9.	A	Literal	1 / 0
10.	B	Inferential	1 / 0
Total Comprehension Score			/ 10

B. Phonics Answer Key: Circle the points, then total.

11.	B	Final Blend <i>nd</i>	1 / 0
12.	A	Final Blend <i>nt</i>	1 / 0
Total Phonics Score			/ 2

Next Step: If the child scores 1 or 0, provide additional final blend instruction.

C. Nonfiction Features Answer Key: Circle the points, then total.

13.	B	Regular Text Glossary	1 / 0
14.	C	Regular Text Index	1 / 0
Total Nonfiction Features Score			/ 2

Next Step: If the child misses either question, you may want to review how to read a regular text glossary and/or regular text index.

Determining a Child's Reading Level

D. Reading Accuracy Chart: Circle Frustration, Instructional, or Independent Level.

If the child's total number of words correct from page 29 is . . .	124 or below	125–131	132–139
then the child's Reading Accuracy Level is . . .	Frustration (89% and below)	Instructional (90–94%)	Independent (95–100%)

E. Reading Comprehension Chart: Circle Beginning, Developing, or Proficient Level.

If the child's total number of correct comprehension questions from page 34 is . . .	7 or below	8	9–10
then the child's Comprehension Level is . . .	Beginning (74% and below)	Developing (75–89%)	Proficient (90–100%)

F. Reading Level Chart: Circle Reading Level.

If the child's Reading Accuracy Level is . . .	and the child's Reading Comprehension is . . .	then the next step is . . .	Reading Level
Frustration	Beginning	Move the child down two reading levels for instruction.	G
	Developing	Move the child down one reading level for instruction.	H
	Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	I
Instructional	Beginning	Move the child down one reading level for instruction.	H
	Developing or Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	I
Independent	Beginning	Keep the child at this reading level for instruction.	I
	Developing or Proficient	Move the child up one reading level for instruction.	J

Going for Gold

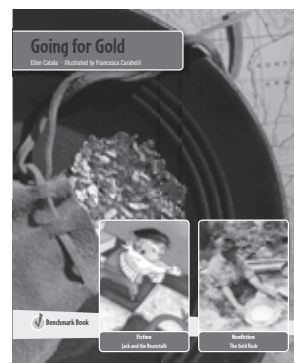
Teacher Directions

WORD COUNT: 496

Step 1: Provide Overview

Assess the child's reading skills with the benchmark book's nonfiction selection, "The Gold Rush." You will assess the child's fiction reading skills in the next level.

Say *This story is about the California Gold Rush. Let's read to find out about who was involved and what happened during the California Gold Rush.*



Step 2: Assess Oral Reading

Read aloud the title of the nonfiction selection. Preview the nonfiction selection with the child by discussing the pictures. Have the child read aloud pages 10–14. As you listen, record errors on a copy of the Reading Accuracy Record on page 37. To further analyze the child's errors, you might do a traditional Oral Reading Record using pages 76–78 of this guide. Have the child finish reading the selection silently.

Step 3: Retell

Have the child retell the selection using the Retelling Instructions on page 38 of this guide.

Step 4: Finish Reading

Have the child finish reading the rest of the benchmark book on his or her own.

Step 5: Complete the Written Test

- Give the child a copy of the test from pages 39–40 of this guide. Read the directions aloud. Then have the child read the questions on his or her own and fill in the correct bubbles.
- Questions 11–14 (Phonics and Nonfiction Features) on page 41 are optional.
- If you choose to test phonics, use the prompts below:
 - » (Question 11) **Say** *Listen to this sentence:* We had to get up at dawn to leave for camp. *Which word has the same /awn/ ending sounds as dawn:* can, raw, lawn? *Fill in the bubble next to the word that has the same /awn/ ending sounds as dawn.*
 - » (Question 12) **Say** *Listen to this sentence:* In the morning, there is dew on the grass. *Fill in the bubble next to the word dew.*

Reading Accuracy Record, Level J Nonfiction: The Gold Rush

Here is what counts as an error:

- The child reads a word incorrectly and doesn’t self-correct.*
- The child omits a word.
- The child inserts a word that is not there.
- The child must be told a word in order to continue reading.

* If the child self-corrects, it does not count as an error.

PAGES	TEXT	TALLY OF ERRORS
10–11	The story of Jack and the Beanstalk is a fairy tale, but the story of the California Gold Rush is true. In 1848 John Sutter found gold in a river in California. He tried to keep it a secret, but people learned about the gold.	
12–13	Thousands of people rushed to California to look for gold. The Gold Rush had begun! But the journey to California was difficult. Many people died along the way. Many people did find gold. However, they often had to spend all of it just to eat. Food was expensive because it was difficult to get. Even though life was hard, more and more people came. The towns became crowded.	
14	People used pans to get gold from the rivers. After a while, all the gold in the rivers was gone. Some gold was left in the ground and mountains, but it was very hard to mine.	

Subtract the number of errors from the number of words in the section: 149 – =

Total number of nonfiction words correct: /149 words Use results in Chart D on page 43.

Teacher Observations: _____

Retelling Instructions

Tell the child *Now I would like you to retell the story in your own words.* As the child retells, place a check mark next to key items in the spaces provided. The order in which the items are retold does not affect the score. Use the retelling prompts for those points not addressed by the child.

Nonfiction Retelling

KEY POINTS	UNPROMPTED RETELLING (CHECK ITEMS)	RETELLING PROMPTS	PROMPTED RETELLING (CHECK ITEMS)
1. John Sutter found gold in a river in California.		1. What did John Sutter find?	
2. People rushed to California to find gold, too.		2. What happened after people found out about the gold?	
3. Food was very expensive.		3. Why was it hard to get food in the towns?	
4. The towns became more crowded as people searched for gold.		4. What happened to the California towns after people moved there?	
5. People used pans to get gold from rivers and mined for gold in the mountains.		5. Where did people find gold?	
6. The people left many of the towns, which are now called "ghost towns."		6. What happened to many of the towns after the Gold Rush ended?	
Total Check Marks			

Retelling Scoring Guide

Very Successful

5–6 Unprompted + Prompted Items

Successful

3–4 Unprompted + Prompted Items

Additional Observations

Next Step: If the child has limited success on retelling, focus on the comprehension lessons in the Teacher’s Guide at this level or the level below.

Going for Gold Test: Level J**Part 1: Fiction: Jack and the Beanstalk
Pages 2–9**

Read the questions and answer choices. Fill in the bubble next to the best answer.

1. Why did Jack's mother throw the beans out the window?

- ☐ (A) She needed bean plants outside the window.
- ☐ (B) She thought that would make them turn into gold.
- ☐ (C) She was mad at Jack for selling the cow for the beans.

2. How did Jack keep the giant from coming down the beanstalk?

- ☐ (A) He sang and made the giant sleepy.
- ☐ (B) He chopped the beanstalk down.
- ☐ (C) He told the giant to stay away.

3. Why did the goose want Jack to take her with him?

- ☐ (A) She wanted to visit her family.
- ☐ (B) She wanted to show the giant where Jack lived.
- ☐ (C) She wanted to escape.

4. What did Jack find at the top of the beanstalk?

- ☐ (A) gold
- ☐ (B) a castle
- ☐ (C) five beans

5. What did the goose do every week?

- ☐ (A) She laid a golden egg.
- ☐ (B) She helped clean the house.
- ☐ (C) She gave Jack some beans.

Part 2: Nonfiction: The Gold Rush
Pages 10–16

6. Why did John Sutter want to keep the gold a secret?
- Ⓐ He wanted the gold to be a surprise.
 - Ⓑ He wanted the gold to stay in the river.
 - Ⓒ He wanted all the gold for himself.
7. Why did food cost so much?
- Ⓐ Shopkeepers hid the food from the people.
 - Ⓑ There was not enough food to feed people.
 - Ⓒ Farmers did not know how to grow the right food.
8. What did people use to get gold from the rivers?
- Ⓐ pans
 - Ⓑ water
 - Ⓒ magnets

9. Why did the Gold Rush end?
- Ⓐ People ran out of pans.
 - Ⓑ Everyone was already rich.
 - Ⓒ All the river gold was gone.
10. What were the California towns that people left behind called?
- Ⓐ gold towns
 - Ⓑ mine towns
 - Ⓒ ghost towns

Part 3: Optional: Phonics and Nonfiction Features

11. Listen to your teacher and choose an answer.

- Ⓐ can
- Ⓑ raw
- Ⓒ lawn

12. Listen to your teacher and choose an answer.

- Ⓐ door
- Ⓑ dew
- Ⓒ down

**Open the book to page 12.
Look at the picture and
read the caption.**

13. What does this picture show?

- Ⓐ cowboys riding in the desert
- Ⓑ people riding in a rodeo
- Ⓒ people rushing to California to find gold

**Open the book to page 14.
Look at the diagram.**

14. What is in the pan that the man is holding?

- Ⓐ gold
- Ⓑ water
- Ⓒ dirt

Scoring Guide

A. Comprehension Answer Key: Circle the points, then total. Use results in Chart E on page 43.

QUESTION	CORRECT ANSWER	SKILL	POINTS
1.	C	Inferential	1 / 0
2.	B	Literal	1 / 0
3.	C	Inferential	1 / 0
4.	B	Literal	1 / 0
5.	A	Literal	1 / 0
6.	C	Inferential	1 / 0
7.	B	Literal	1 / 0
8.	A	Literal	1 / 0
9.	C	Inferential	1 / 0
10.	C	Literal	1 / 0
Total Comprehension Score			/ 10

B. Phonics Answer Key: Circle the points, then total.

11.	C	<i>awn</i> Word Family	1 / 0
12.	B	<i>ew</i> Word Family	1 / 0
Total Phonics Score			/ 2

Next Step: If the child scores 1 or 0, provide additional *ew* and/or *awn* word family instruction.

C. Nonfiction Features Answer Key: Circle the points, then total.

13.	C	Caption with Labels or Phrases	1 / 0
14.	A	Diagram with Callouts	1 / 0
Total Nonfiction Features Score			/ 2

Next Step: If the child misses either question, you may want to review how to interpret a caption with labels or phrases and/or a diagram with callouts.

Determining a Child's Reading Level

D. Reading Accuracy Chart: Circle Frustration, Instructional, or Independent Level.

If the child's total number of words correct from page 37 is . . .	133 or below	134–140	141–149
then the child's Reading Accuracy Level is . . .	Frustration (89% and below)	Instructional (90–94%)	Independent (95–100%)

E. Reading Comprehension Chart: Circle Beginning, Developing, or Proficient Level.

If the child's total number of correct comprehension questions from page 42 is . . .	7 or below	8	9–10
then the child's Comprehension Level is . . .	Beginning (74% and below)	Developing (75–89%)	Proficient (90–100%)

F. Reading Level Chart: Circle Reading Level.

If the child's Reading Accuracy Level is . . .	and the child's Reading Comprehension is . . .	then the next step is . . .	Reading Level
Frustration	Beginning	Move the child down two reading levels for instruction.	H
	Developing	Move the child down one reading level for instruction.	I
	Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	J
Instructional	Beginning	Move the child down one reading level for instruction.	I
	Developing or Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	J
Independent	Beginning	Keep the child at this reading level for instruction.	J
	Developing or Proficient	Move the child up one reading level for instruction.	K

Plants and the Sun

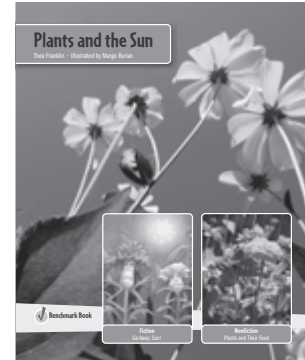
Teacher Directions

WORD COUNT: 486

Step 1: Provide Overview

Assess the child's reading skills with the benchmark book's fiction selection, "Go Away, Sun!" You will assess the child's nonfiction reading skills in the next level.

Say *This story is about the sun shining. Let's read to find out about why the plants want the sun to go away.*



Step 2: Assess Oral Reading

Read aloud the title of the fiction selection. Preview the fiction selection with the child by discussing the pictures. Have the child read aloud pages 2–5. As you listen, record errors on a copy of the Reading Accuracy Record on page 45. To further analyze the child's errors, you might do a traditional Oral Reading Record using pages 76–78 of this guide. Have the child finish reading the selection silently.

Step 3: Retell

Have the child retell the selection using the Retelling Instructions on page 46 of this guide.

Step 4: Finish Reading

Have the child finish reading the rest of the benchmark book on his or her own.

Step 5: Complete the Written Test

- Give the child a copy of the test from pages 47–48 of this guide. Read the directions aloud. Then have the child read the questions on his or her own and fill in the correct bubbles.
- Questions 11–14 (Phonics and Nonfiction Features) on page 49 are optional.
- If you choose to test phonics, use the prompts below:
 - » (Question 11) **Say** *Listen to this sentence:* The beautiful petals will turn brown and fall off. *Which word has the same /urn/ ending sounds as turn: burn, tan, barn? Fill in the bubble next to the word that has the same ending sounds as turn.*
 - » (Question 12) **Say** *Listen to this sentence:* The trees start to lose their leaves in the fall. *Which word has the same /art/ ending sounds as start: stare, sore, chart? Fill in the bubble next to the word that has the same ending sounds as start.*

Reading Accuracy Record, Level K Fiction: Go Away, Sun!

Here is what counts as an error:

- The child reads a word incorrectly and doesn’t self-correct.*
- The child omits a word.
- The child inserts a word that is not there.
- The child must be told a word in order to continue reading.

* If the child self-corrects, it does not count as an error.

PAGES	TEXT	TALLY OF ERRORS
2–3	It was another beautiful day, and the warm sun blazed in the sky. Everyone thought the weather was wonderful. Everyone, that is, except the flowers. “It’s too hot today,” Tulip cried. “My beautiful petals are starting to turn brown and fall off.” “It’s too dry,” Marigold whispered. “My roots haven’t had water in days.”	
4–5	All of the flowers agreed that the sun had to go away for a little while to give them a break from the heat. “Maybe we could send the sun on a trip!” said Tulip. “Where would the sun go?” asked Marigold. The flowers thought long and hard for a moment. Buttercup’s little voice perked up and said, “We need the sun. The sun should stay where it is.” The flowers did not agree with the little yellow flower. They shook their heads, spreading their dry petals along the ground.	

Subtract the number of errors from the number of words in the section: 144 – =

Total number of fiction words correct: /144 words Use results in Chart D on page 51.

Teacher Observations: _____

Retelling Instructions

Tell the child *Now I would like you to retell the story in your own words.* As the child retells, place a check mark next to key items in the spaces provided. The order in which the items are retold does not affect the score. Use the retelling prompts for those points not addressed by the child.

Fiction Retelling

KEY POINTS	UNPROMPTED RETELLING (CHECK ITEMS)	RETELLING PROMPTS	PROMPTED RETELLING (CHECK ITEMS)
1. Everyone was enjoying the warm day, but the flowers thought it was too hot.		1. How did everyone feel about the warm day?	
2. The flowers were wilting and needed rain.		2. What were the flowers complaining about?	
3. The flowers tried to sing the sun to sleep.		3. How did the flowers try to make the sun go away?	
4. Buttercup told the other flowers they needed the sun.		4. What did Buttercup say about the sun's light?	
5. Rain came and made the flowers happy.		5. How was the flowers' problem solved?	
6. The flowers agreed that the sun and the rain together make great weather.		6. What did the flowers decide?	
Total Check Marks			

Retelling Scoring Guide

Very Successful

5–6 Unprompted + Prompted Items

Successful

3–4 Unprompted + Prompted Items

Additional Observations

Next Step: If the child has limited success on retelling, focus on the comprehension lessons in the Teacher’s Guide at this level or the level below.

Plants and the Sun Test: Level K**Part 1: Fiction: Go Away, Sun!****Pages 2–9**

Read the questions and answer choices. Fill in the bubble next to the best answer.

1. What kind of day is it at the beginning of the story?
☐ (A) cold
☐ (B) hot
☐ (C) rainy
2. What problem does the sun cause?
☐ (A) The flowers grow too fast.
☐ (B) The flowers need water.
☐ (C) The flowers need more sun.
3. Why do the flowers try to sing the sun to sleep?
☐ (A) They are bored.
☐ (B) They have good voices.
☐ (C) They want to be cooler.
4. Why does Buttercup say the flowers need the sun?
☐ (A) The sun helps them make food.
☐ (B) The sun likes to hear them sing.
☐ (C) The sun protects them from birds.
5. How does the rain help?
☐ (A) It makes the sun stop shining.
☐ (B) It makes the flowers' roots wet.
☐ (C) It makes their singing voices better.

Part 2: Nonfiction: Plants and Their Food
Pages 10–16

6. Which part of a plant soaks up water?

- Ⓐ the stem
- Ⓑ the roots
- Ⓒ the flower

7. How do plants help people?

- Ⓐ They soak up extra sunlight.
- Ⓑ They stop droughts.
- Ⓒ They give off oxygen.

8. What does a plant use for food?

- Ⓐ sugar
- Ⓑ oxygen
- Ⓒ soil

9. What would happen to a plant if it had too much rain and not enough sun?

- Ⓐ It would use the rain to make its food.
- Ⓑ It would die without the sun to help it grow.
- Ⓒ It would turn green and continue to grow.

10. Why are a plant's roots thirsty after a long drought?

- Ⓐ They have had too much water.
- Ⓑ They have not had enough water.
- Ⓒ They have not had enough oxygen.

Part 3: Optional: Phonics and Nonfiction Features

11. Listen to your teacher and choose an answer.

- Ⓐ burn
- Ⓑ tan
- Ⓒ barn

12. Listen to your teacher and choose an answer.

- Ⓐ stare
- Ⓑ sore
- Ⓒ chart

Open the book to page 15.
Look at the flow chart.

13. What happens when the plant has sun and rain?

- Ⓐ The plant dies.
- Ⓑ The plant lives.
- Ⓒ The plant sleeps.

Open the book to page 16.
Look at the glossary.

14. Which word means “a long period of time with no rain”?

- Ⓐ drought
- Ⓑ oxygen
- Ⓒ sunlight

Scoring Guide

A. Comprehension Answer Key: Circle the points, then total. Use results in Chart E on page 51.

QUESTION	CORRECT ANSWER	SKILL	POINTS
1.	B	Literal	1 / 0
2.	B	Literal	1 / 0
3.	C	Inferential	1 / 0
4.	A	Literal	1 / 0
5.	B	Inferential	1 / 0
6.	B	Literal	1 / 0
7.	C	Literal	1 / 0
8.	A	Literal	1 / 0
9.	B	Inferential	1 / 0
10.	B	Inferential	1 / 0
Total Comprehension Score			/ 10

B. Phonics Answer Key: Circle the points, then total.

11.	A	<i>urn</i> Word Family	1 / 0
12.	C	<i>art</i> Word Family	1 / 0
Total Phonics Score			/ 2

Next Step: If the child scores 1 or 0, provide additional *urn* and/or *art* word family instruction.

C. Nonfiction Features Answer Key: Circle the points, then total.

13.	B	Flow Chart	1 / 0
14.	A	Glossary	1 / 0
Total Nonfiction Features Score			/ 2

Next Step: If the child misses either question, you may want to review how to read a flow chart and/or glossary.

Determining a Child's Reading Level

D. Reading Accuracy Chart: Circle Frustration, Instructional, or Independent Level.

If the child's total number of words correct from page 45 is . . .	128 or below	129–136	137–144
then the child's Reading Accuracy Level is . . .	Frustration (89% and below)	Instructional (90–94%)	Independent (95–100%)

E. Reading Comprehension Chart: Circle Beginning, Developing, or Proficient Level.

If the child's total number of correct comprehension questions from page 50 is . . .	7 or below	8	9–10
then the child's Comprehension Level is . . .	Beginning (74% and below)	Developing (75–89%)	Proficient (90–100%)

F. Reading Level Chart: Circle Reading Level.

If the child's Reading Accuracy Level is . . .	and the child's Reading Comprehension is . . .	then the next step is . . .	Reading Level
Frustration	Beginning	Move the child down two reading levels for instruction.	I
	Developing	Move the child down one reading level for instruction.	J
	Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	K
Instructional	Beginning	Move the child down one reading level for instruction.	J
	Developing or Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	K
Independent	Beginning	Keep the child at this reading level for instruction.	K
	Developing or Proficient	Move the child up one reading level for instruction.	L

Apples Across America

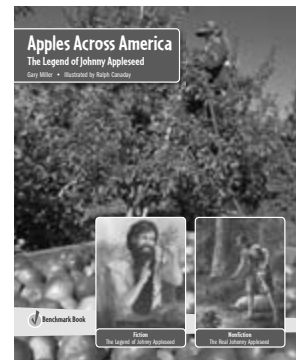
WORD COUNT: 676

Teacher Directions

Step 1: Provide Overview

Assess the child's reading skills with the benchmark book's nonfiction selection, "The Real Johnny Appleseed." You will assess the child's fiction reading skills in the next level.

Say *This story is about John Chapman, a real person who became the legendary Johnny Appleseed. Let's read to find out about Johnny Appleseed.*



Step 2: Assess Oral Reading

Read aloud the title of the nonfiction selection. Preview the nonfiction selection with the child by discussing the pictures. Have the child read aloud pages 10–13. As you listen, record errors on a copy of the Reading Accuracy Record on page 53. To further analyze the child's errors, you might do a traditional Oral Reading Record using pages 76–78 of this guide. Have the child finish reading the selection silently.

Step 3: Retell

Have the child retell the selection using the Retelling Instructions on page 54 of this guide.

Step 4: Finish Reading

Have the child finish reading the rest of the benchmark book on his or her own.

Step 5: Complete the Written Test

- Give the child a copy of the test from pages 55–56 of this guide. Read aloud the directions. Then have the child read the questions on his or her own and fill in the correct bubbles.
- Questions 11–14 (Phonics and Nonfiction Features) on page 57 are optional.
- If you choose to test phonics, use the prompts below:
 - » (Question 11) **Say** *Listen to this sentence: He taught me how to tie my shoe. Which word has the same /ow/ ending sound as how: note, bowl, now? Fill in the bubble next to the word that has the same /ow/ ending sound as how.*
 - » (Question 12) **Say** *Listen to this sentence: People honor this apple grower. Fill in the bubble next to the word honor.*

Reading Accuracy Record, Level L Nonfiction: The Real Johnny Appleseed

Here is what counts as an error:

- The child reads a word incorrectly and doesn't self-correct.*
- The child omits a word.
- The child inserts a word that is not there.
- The child must be told a word in order to continue reading.

* If the child self-corrects, it does not count as an error.

PAGES	TEXT	TALLY OF ERRORS
10–11	Some people think that the story of Johnny Appleseed is a legend, but Johnny was a real person. His name was John Chapman, and he was born in Massachusetts in 1774. John didn't talk to animals, but he did live and work on the American frontier. During that time, most Americans lived on farms and didn't travel far from home. They raised cows and chickens. They also planted squash, beans, and corn.	
12–13	Around 1800 John left Massachusetts to travel on his own. Settlers from the East were moving to the frontier lands in Ohio. Most settlers traveled in wagons, but not John. He walked to Ohio, planting apple trees along the way. Life on the frontier was hard. Settlers chopped down trees to build houses. They plowed fields and planted crops. One day John visited a mill that crushed apples to make cider. John took leftover apple seeds and planted them.	

Subtract the number of errors from the number of words in the section: 151 – =

Total number of nonfiction words correct: /151 words Use results in Chart D on page 59.

Teacher Observations: _____

Retelling Instructions

Tell the child *Now I would like you to retell the story in your own words.* As the child retells, place a check mark next to key items in the spaces provided. The order in which the items are retold does not affect the score. Use the retelling prompts for those points not addressed by the child.

Nonfiction Retelling

KEY POINTS	UNPROMPTED RETELLING (CHECK ITEMS)	RETELLING PROMPTS	PROMPTED RETELLING (CHECK ITEMS)
1. John Chapman was the real name of Johnny Appleseed.		1. What was John Chapman's other name?	
2. During his time, people lived on farms and didn't travel far.		2. What was life like during Johnny Appleseed's time?	
3. Johnny Appleseed planted apple trees as he walked to Ohio.		3. What did John Chapman do as he walked to Ohio?	
4. People worked hard to build houses, plow fields, and plant crops.		4. What was life on the frontier like?	
5. The seeds John Chapman planted grew into tiny trees he sold to settlers. Many orchards are still around today.		5. What happened to the seeds that John Chapman planted?	
6. After Chapman's death, people told both true and made-up stories about him.		6. How did the legend of Johnny Appleseed begin?	
Total Check Marks			

Retelling Scoring Guide

Very Successful

5–6 Unprompted + Prompted Items

Successful

3–4 Unprompted + Prompted Items

Additional Observations

Next Step: If the child has limited success on retelling, focus on the comprehension lessons in the Teacher's Guide at this level or the level below.

Apples Across America Test: Level L**Part 1: Fiction: The Legend of Johnny Appleseed
Pages 2–9**

Read the question and answer choices. Fill in the bubble next to the best answer.

1. Why do Ma and Pa invite Johnny to stay for dinner?
 - (A) He is hungry.
 - (B) He offers them his iron pot.
 - (C) He has apple trees.
2. Where does Johnny Appleseed's name come from?
 - (A) his family
 - (B) where he travels
 - (C) what he likes to plant
3. What does Johnny Appleseed do when he travels?
 - (A) looks for apples to buy
 - (B) plants apple trees
 - (C) sleeps in apple trees
4. Which sentence tells you that Johnny's story about the bear is made up?
 - (A) "That bear was mighty angry."
 - (B) "He chased me up a tree and wouldn't let me down."
 - (C) "I had a long talk with that bear."
5. Where do the family's new apple trees come from?
 - (A) Johnny Appleseed leaves seeds for the family to plant.
 - (B) Johnny Appleseed plants them.
 - (C) Johnny Appleseed sends the seeds in the mail as a gift.

Part 2: Nonfiction: The Real Johnny Appleseed
Pages 10–16

6. John Chapman is the real name of _____.
Ⓐ Johnny Appleseed
Ⓑ a state
Ⓒ the frontier
7. Why did Americans on the frontier grow their own food?
Ⓐ They wanted to make money.
Ⓑ They thought it was fun.
Ⓒ There were no stores to buy food from.
8. Why did John Chapman find it hard to travel to Ohio on foot?
Ⓐ It was a long trip, and he had few supplies.
Ⓑ There were no apple trees, so he had nothing to eat.
Ⓒ The many wagons got in his way.
9. What did John Chapman do with the seedlings?
Ⓐ He made them into apple cider.
Ⓑ He sold them to settlers.
Ⓒ He gave them to animals.
10. When did the legend of Johnny Appleseed start?
Ⓐ before John Chapman was born
Ⓑ during John Chapman's lifetime
Ⓒ soon after John Chapman died

Part 3: Optional: Phonics and Nonfiction Features

11. Listen to your teacher and choose an answer.

- Ⓐ note
- Ⓑ bowl
- Ⓒ now

12. Listen to your teacher and choose an answer.

- Ⓐ her
- Ⓑ honor
- Ⓒ hopping

Open the book to page 11 and look at the caption.

13. What did early Americans plant on their farms?

- Ⓐ beans, corn, apples
- Ⓑ squash, beans, corn
- Ⓒ apples, squash, beans

Open the book to page 14 and look at the time line.

14. When did John Chapman leave for the frontier?

- Ⓐ 1774
- Ⓑ 1775
- Ⓒ 1800

Scoring Guide

A. Comprehension Answer Key: Circle the points, then total. Use results in Chart E on page 59.

QUESTION	CORRECT ANSWER	SKILL	POINTS
1.	A	Inferential	1 / 0
2.	C	Literal	1 / 0
3.	B	Literal	1 / 0
4.	C	Inferential	1 / 0
5.	B	Literal	1 / 0
6.	A	Literal	1 / 0
7.	C	Inferential	1 / 0
8.	A	Inferential	1 / 0
9.	B	Literal	1 / 0
10.	C	Literal	1 / 0
Total Comprehension Score			/ 10

B. Phonics Answer Key: Circle the points, then total.

11.	C	ow Word Family	1 / 0
12.	B	Silent <i>h</i>	1 / 0
Total Phonics Score			/ 2

Next Step: If the child scores 1 or 0, provide additional *ow* word family and/or silent letter *h* instruction.

C. Nonfiction Features Answer Key: Circle the points, then total.

13.	B	Sentence Length Captions	1 / 0
14.	C	Horizontal Time Line	1 / 0
Total Nonfiction Features Score			/ 2

Next Step: If the child misses either question, you may want to review how to read sentence length captions and/or a horizontal time line.

Determining a Child's Reading Level

D. Reading Accuracy Chart: Circle Frustration, Instructional, or Independent Level.

If the child's total number of words correct from page 53 is . . .	135 or below	136–142	143–151
then the child's Reading Accuracy Level is . . .	Frustration (89% and below)	Instructional (90–94%)	Independent (95–100%)

E. Reading Comprehension Chart: Circle Beginning, Developing, or Proficient Level.

If the child's total number of correct comprehension questions from page 58 is . . .	7 or below	8	9–10
then the child's Comprehension Level is . . .	Beginning (74% and below)	Developing (75–89%)	Proficient (90–100%)

F. Reading Level Chart: Circle Reading Level.

If the child's Reading Accuracy Level is . . .	and the child's Reading Comprehension is . . .	then the next step is . . .	Reading Level
Frustration	Beginning	Move the child down two reading levels for instruction.	J
	Developing	Move the child down one reading level for instruction.	K
	Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	L
Instructional	Beginning	Move the child down one reading level for instruction.	K
	Developing or Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	L
Independent	Beginning	Keep the child at this reading level for instruction.	L
	Developing or Proficient	Move the child up one reading level for instruction.	M

Water Rules

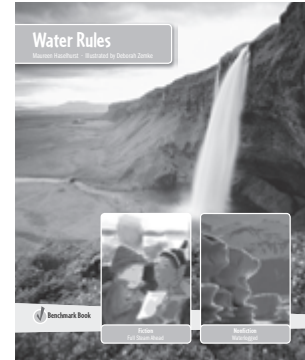
WORD COUNT: 930

Teacher Directions

Step 1: Provide Overview

Assess the child's reading skills with the benchmark book's fiction selection, "Full Steam Ahead." You will assess the child's nonfiction reading skills in the next level.

Say *This story is about a mystery school trip. Let's read to find out if the students can guess where they are going.*



Step 2: Assess Oral Reading

Read aloud the title of the fiction selection. Preview the fiction selection with the child by discussing the pictures. Have the child read aloud pages 2–4. As you listen, record errors on a copy of the Reading Accuracy Record on page 61. To further analyze the child's errors, you might do a traditional Oral Reading Record using pages 76–78 of this guide. Have the child finish reading the rest of the selection silently.

Step 3: Retell

Have the child retell the selection using the Retelling Instructions on page 62 of this guide.

Step 4: Finish Reading

Have the child finish reading the rest of the benchmark book on his or her own.

Step 5: Complete the Written Test

- Give the child a copy of the test from pages 63–64 of this guide. Read the directions aloud. Then have the child read the questions on his or her own and fill in the correct bubbles.
- Questions 11–14 (Phonics and Nonfiction Features) on page 65 are optional.
- If you choose to test phonics, use the prompts below:
 - » (Question 11) **Say** *Listen to this sentence:* I sat on the edge of my chair. *Which word has the same ending sound as edge:* bridge, path, crash, ground? *Fill in the bubble next to the word that has the same ending sound as edge.*
 - » (Question 12) **Say** *Listen to this sentence:* Pitch the ball to me. *Fill in the bubble next to the word pitch.*

Reading Accuracy Record, Level M Fiction: Full Steam Ahead

Here is what counts as an error:

- The child reads a word incorrectly and doesn’t self-correct.*
- The child omits a word.
- The child inserts a word that is not there.
- The child must be told a word in order to continue reading.

* If the child self-corrects, it does not count as an error.

PAGES	TEXT	TALLY OF ERRORS
2–3	My teacher, Mr. Beamish, loved school trips, and he always found the most exciting places to go. “Our mystery trip is all set for next Tuesday,” he told us. We all sat on the edges of our seats and asked, “Where are we going?” Mr. Beamish winked and wrote on the board: FULL STEAM AHEAD! “That’s the only clue I’m giving you now,” he explained. The class laughed and waited for another clue, but none came.	
4	The rest of the week we asked Mr. Beamish one question after another, but he gave us no more clues. The day before the trip, after he watched us whispering ideas to each other in the hall, Mr. Beamish said, “Here’s another clue. Water is very important to our trip.”	

Subtract the number of errors from the number of words in the section: 126 – =

Total number of fiction words correct: /126 words Use results in Chart D on page 67.

Teacher Observations: _____

Retelling Instructions

Tell the child *Now I would like you to retell the story in your own words.* As the child retells, place a check mark next to key items in the spaces provided. The order in which the items are retold does not affect the score. Use the retelling prompts for those points not addressed by the child.

Fiction Retelling

KEY POINTS	UNPROMPTED RETELLING (CHECK ITEMS)	RETELLING PROMPTS	PROMPTED RETELLING (CHECK ITEMS)
1. Mr. Beamish tells the class he is taking them on a mystery trip.		1. What does Mr. Beamish tell the class at the beginning of the story?	
2. Mr. Beamish gives the class clues about their trip.		2. How does Mr. Beamish help the class guess where they are going for the trip?	
3. On the bus trip, the class writes down the clues and tries to guess where they are going.		3. What does Mr. Beamish ask the class to do with the three clues he has given them?	
4. The boy and Anita look out the window for additional clues.		4. What do the boy and Anita do to get more clues?	
5. Mr. Beamish gives the last clue that the class is “on track.”		5. What is Mr. Beamish’s last clue?	
6. The class rides on an old steam engine train.		6. What does the class do when the mystery is solved?	
Total Check Marks			

Retelling Scoring Guide

Very Successful

5–6 Unprompted + Prompted Items

Successful

3–4 Unprompted + Prompted Items

Additional Observations

Next Step: If the child has limited success on retelling, focus on the comprehension lessons in the Teacher’s Guide at this level or the level below.

Water Rules Test: Level M**Part 1: Fiction: Full Steam Ahead
Pages 2–13**

Read the question and answer choices. Fill in the bubble next to the best answer.

1. Why does Mr. Beamish call the trip a mystery?

- ☐ (A) He does not know where the class is going.
- ☐ (B) He does not want to go on the trip.
- ☐ (C) He does not want the class to go on the trip.
- ☐ (D) He will not tell the class where they are going.

2. Why does the boy think they may be going somewhere hot?

- ☐ (A) He does not like snow.
- ☐ (B) He is warmly dressed.
- ☐ (C) He knows that a steamy day is usually hot.
- ☐ (D) Mr. Beamish told him that.

3. What clue does the boy see outside the window?

- ☐ (A) snow
- ☐ (B) train tracks
- ☐ (C) a steam engine
- ☐ (D) a river

4. Why does Mr. Beamish say, “Toot! Toot!”?

- ☐ (A) to stop the bus
- ☐ (B) to call the truck driver
- ☐ (C) to get the children’s attention
- ☐ (D) to stop the train

5. What heats the engine and turns the water to steam?

- ☐ (A) coal
- ☐ (B) water
- ☐ (C) train tracks
- ☐ (D) Mr. Beamish

Part 2: Nonfiction: Waterlogged
Pages 14–24

6. What helped form mountains and valleys?

- Ⓐ the sun
- Ⓑ glaciers
- Ⓒ hot springs
- Ⓓ waterfalls

7. What was the roar the class heard as they got off the bus?

- Ⓐ the travel guide
- Ⓑ the glacier
- Ⓒ the waterfall
- Ⓓ the hot spring

8. Why could it be dangerous to touch water from a geyser?

- Ⓐ It is poisonous.
- Ⓑ It is boiling hot.
- Ⓒ It is full of fish.
- Ⓓ It has chemicals in it.

9. Which of these best describes a geyser?

- Ⓐ erupting hot spring
- Ⓑ underground waterfall
- Ⓒ steam hole
- Ⓓ water cooler

10. What makes the children able to ride in a jeep on an ice cap?

- Ⓐ The ice cap never melts.
- Ⓑ The jeep can go on land and in water.
- Ⓒ The ice cap moves very slowly.
- Ⓓ The jeep is very light.

Part 3: Optional: Phonics and Nonfiction Features

11. Listen to your teacher and choose an answer.

- Ⓐ bridge
- Ⓑ path
- Ⓒ crash
- Ⓓ ground

12. Listen to your teacher and choose an answer.

- Ⓐ pit
- Ⓑ pill
- Ⓒ pick
- Ⓓ pitch

**Open the book to page 22.
Look at the e-mail.**

13. What is Josie's e-mail about?

- Ⓐ how much she misses Dillon
- Ⓑ how bored Dillon must be
- Ⓒ bad weather in Iceland
- Ⓓ bad weather at home

**Open the book to page 20.
Look at the cross section.**

14. What does this cross section show?

- Ⓐ how waterfalls form
- Ⓑ how geysers form
- Ⓒ how glaciers form
- Ⓓ how mountains form

Scoring Guide

A. Comprehension Answer Key: Circle the points, then total. Use results in Chart E on page 67.

QUESTION	CORRECT ANSWER	SKILL	POINTS
1.	D	Inferential	1 / 0
2.	C	Inferential	1 / 0
3.	B	Literal	1 / 0
4.	C	Inferential	1 / 0
5.	A	Literal	1 / 0
6.	B	Literal	1 / 0
7.	C	Literal	1 / 0
8.	B	Inferential	1 / 0
9.	A	Inferential	1 / 0
10.	A	Inferential	1 / 0
Total Comprehension Score			/ 10

B. Phonics Answer Key: Circle the points, then total.

11.	A	Consonant Pattern <i>dge</i>	1 / 0
12.	D	Consonant Pattern <i>tch</i>	1 / 0
Total Phonics Score			/ 2

Next Step: If the child scores 1 or 0, provide additional *dge* and/or *tch* consonant pattern instruction.

C. Nonfiction Features Answer Key: Circle the points, then total.

13.	D	E-mail Within Text	1 / 0
14.	B	Cross Section	1 / 0
Total Nonfiction Features Score			/ 2

Next Step: If the child misses either question, you may want to review how to read an e-mail within text and/or a cross section.

Determining a Child's Reading Level

D. Reading Accuracy Chart: Circle Frustration, Instructional, or Independent Level.

If the child's total number of words correct from page 61 is . . .	112 or below	113–119	120–126
then the child's Reading Accuracy Level is . . .	Frustration (89% and below)	Instructional (90–94%)	Independent (95–100%)

E. Reading Comprehension Chart: Circle Beginning, Developing, or Proficient Level.

If the child's total number of correct comprehension questions from page 66 is . . .	7 or below	8	9–10
then the child's Comprehension Level is . . .	Beginning (74% and below)	Developing (75–89%)	Proficient (90–100%)

F. Reading Level Chart: Circle Reading Level.

If the child's Reading Accuracy Level is . . .	and the child's Reading Comprehension is . . .	then the next step is . . .	Reading Level
Frustration	Beginning	Move the child down two reading levels for instruction.	K
	Developing	Move the child down one reading level for instruction.	L
	Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	M
Instructional	Beginning	Move the child down one reading level for instruction.	L
	Developing or Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	M
Independent	Beginning	Keep the child at this reading level for instruction.	M
	Developing or Proficient	Move the child up one reading level for instruction.	N

Museum Adventures

WORD COUNT: 1161

Teacher Directions

Step 1: Provide Overview

Assess the child's reading skills with the benchmark book's nonfiction selection, "Two Museums, Two Days." You will assess the child's fiction reading skills in the next level.

Say *This story is about a girl visiting two museums in Boston. Let's read to find out what she sees in these museums.*



Step 2: Assess Oral Reading

Read aloud the title of the nonfiction selection. Preview the nonfiction selection with the child by discussing the pictures. Have the child read pages 14–18 silently. Then have the child read aloud pages 19–20. As you listen, record errors on a copy of the Reading Accuracy Record on page 69. To further analyze the child's errors, you might do a traditional Oral Reading Record using pages 76–78 of this guide. Have the child finish reading the selection silently.

Step 3: Retell

Have the child retell the selection using the Retelling Instructions on page 70 of this guide.

Step 4: Finish Reading

Have the child finish reading the rest of the benchmark book on his or her own.

Step 5: Complete the Written Test

- Give the child a copy of the test from pages 71–72 of this guide. Read aloud the directions. Then have the child read the questions on his or her own and fill in the correct bubbles.
- Questions 11–14 (Word Study and Nonfiction Features) on page 73 are optional.

Reading Accuracy Record, Level N Nonfiction: Two Museums, Two Days

Here is what counts as an error:

- The child reads a word incorrectly and doesn't self-correct.*
- The child omits a word.
- The child inserts a word that is not there.
- The child must be told a word in order to continue reading.

* If the child self-corrects, it does not count as an error.

PAGES	TEXT	TALLY OF ERRORS
19	The next day, we went to the Boston Children's Museum. I was excited about this one from the start because some of my friends had gone there already. They all said it was really fun, and they were right! The Children's Museum is smaller than the MFA, but everywhere you turn, there's something fun to do. It's not a place where you only look at exhibits. You can touch them, too. You can learn a lot, but you can also play, build, and even climb.	
20	There was a place to do science experiments and a room where you could build things. There was also an art room where you could get really messy. (And I did.) There was even a Hall of Toys. This exhibit had hundreds of dolls and some amazing dollhouses.	

Subtract the number of errors from the number of words in the section: 133 – =

Total number of nonfiction words correct: /133 words Use results in Chart D on page 75.

Teacher Observations: _____

Retelling Instructions

Tell the child *Now I would like you to retell the story in your own words.* As the child retells, place a check mark next to key items in the spaces provided. The order in which the items are retold does not affect the score. Use the retelling prompts for those points not addressed by the child.

Nonfiction Retelling

KEY POINTS	UNPROMPTED RETELLING (CHECK ITEMS)	RETELLING PROMPTS	PROMPTED RETELLING (CHECK ITEMS)
1. A family visited Boston.		1. Which city did the family visit?	
2. They saw a Red Sox game, rode Swan Boats, watched a play, and visited two museums.		2. What did the family do in Boston?	
3. The girl learned how to read a floor plan.		3. What did the girl learn how to do at the MFA?	
4. The family saw some Egyptian art and mummies at the MFA.		4. What did the family see at the MFA?	
5. At the Boston Children’s Museum, the girl did arts and crafts and climbed on the climbing wall.		5. Which activities did the girl do at the Boston Children’s Museum?	
6. The next time the girl visits Boston, she wants to visit three museums.		6. What does the girl want to do the next time she visits Boston?	
Total Check Marks			

Retelling Scoring Guide

Very Successful

5–6 Unprompted + Prompted Items

Successful

3–4 Unprompted + Prompted Items

Additional Observations

Next Step: If the child has limited success on retelling, focus on the comprehension lessons in the Teacher’s Guide at this level or the level below.

Museum Adventures Test: Level N**Part 1: Fiction: The Riddle**
Pages 2–13

Read the question and answer choices. Fill in the bubble next to the best answer.

1. Why doesn't James want to leave the pyramid?
☐ (A) He just got there.
☐ (B) He hasn't seen a mummy yet.
☐ (C) He lost his parents.
☐ (D) His tour group is staying longer.
2. What is special about the picture of the cat?
☐ (A) James painted it.
☐ (B) It is very old and faint.
☐ (C) It comes to life.
☐ (D) It scares Mom.
3. What does the cat want to show James?
☐ (A) a mummy
☐ (B) its kittens
☐ (C) the way out
☐ (D) the tour group
4. Why does Mom worry about getting separated from the tour group?
☐ (A) The tour group will be angry.
☐ (B) Without the tour group, they might get lost.
☐ (C) They have paid a lot of money to go on the tour.
☐ (D) James could learn a lot from the tour guide.
5. What does solving the riddle tell us about James?
☐ (A) He is a young boy.
☐ (B) He likes mummies.
☐ (C) He listens to his mom.
☐ (D) He is very clever.

Part 2: Nonfiction: Two Museums, Two Days

Pages 14–24

6. How does the girl feel about visiting the Museum of Fine Arts?
- (A) She can't wait to go.
 - (B) She is afraid to go.
 - (C) She isn't very excited.
 - (D) She can't remember it.
7. Why do the girl's parents want to take her to the Museum of Fine Arts?
- (A) She likes mummies.
 - (B) They want to buy her some gold jewelry.
 - (C) She likes boring things.
 - (D) They want to teach her about floor plans.
8. How is a floor plan like a map?
- (A) Both are drawn in pencil.
 - (B) Both show how to get to Boston.
 - (C) Both are about the museum.
 - (D) Both show the parts of a place.
9. How did the girl probably get messy in the art room?
- (A) She was wrapping a mummy.
 - (B) She was painting.
 - (C) She was climbing a wall.
 - (D) She was reading a floor plan.
10. How is the Children's Museum the same as the Museum of Fine Arts?
- (A) You can paint in both museums.
 - (B) You can climb a rock wall in both museums.
 - (C) You can learn in both museums.
 - (D) You can see mummies in both museums.

Part 3: Optional: Word Study and Nonfiction Features

11. Which word ending is used to show that something is happening in the present?

- Ⓐ *-tion*
- Ⓑ *-ing*
- Ⓒ *-ed*
- Ⓓ *-er*

12. Which word is the past form of *jump*?

- Ⓐ jumps
- Ⓑ jumping
- Ⓒ jumped
- Ⓓ jumper

**Open the book to page 15.
Look at the map.**

13. What is between the Public Gardens and the Children's Museum?

- Ⓐ Fenway Park
- Ⓑ Charles River
- Ⓒ Museum of Fine Arts
- Ⓓ Boston Common

**Open the book to page 16.
Look at the floor plan.**

14. What do the colored parts of the floor plan show?

- Ⓐ all the Egyptian exhibits
- Ⓑ the restrooms
- Ⓒ other exhibits in the museum
- Ⓓ the Late Period Egyptian exhibit only

Scoring Guide

A. Comprehension Answer Key: Circle the points, then total. Use results in Chart E on page 75.

QUESTION	CORRECT ANSWER	SKILL	POINTS
1.	B	Literal	1 / 0
2.	C	Literal	1 / 0
3.	A	Inferential	1 / 0
4.	B	Inferential	1 / 0
5.	D	Inferential	1 / 0
6.	C	Literal	1 / 0
7.	A	Literal	1 / 0
8.	D	Inferential	1 / 0
9.	B	Inferential	1 / 0
10.	C	Inferential	1 / 0
Total Comprehension Score			/ 10

B. Word Study Answer Key: Circle the points, then total.

11.	B	Inflected Ending <i>-ed</i>	1 / 0
12.	C	Inflected Ending <i>-ing</i>	1 / 0
Total Word Study Score			/ 2

Next Step: If the child scores 1 or 0, provide additional instruction in inflected endings.

C. Nonfiction Features Answer Key: Circle the points, then total.

13.	D	Map with Complex Compass Rose	1 / 0
14.	A	Simple Floor Plan	1 / 0
Total Nonfiction Features Score			/ 2

Next Step: If the child misses either question, you may want to review how to read a map with complex compass rose and/or a simple floor plan.

Determining a Child's Reading Level

D. Reading Accuracy Chart: Circle Frustration, Instructional, or Independent Level.

If the child's total number of words correct from page 69 is . . .	119 or below	120–125	126–133
then the child's Reading Accuracy Level is . . .	Frustration (89% and below)	Instructional (90–94%)	Independent (95–100%)

E. Reading Comprehension Chart: Circle Beginning, Developing, or Proficient Level.

If the child's total number of correct comprehension questions from page 74 is . . .	7 or below	8	9–10
then the child's Comprehension Level is . . .	Beginning (74% and below)	Developing (75–89%)	Proficient (90–100%)

F. Reading Level Chart: Circle Reading Level.

If the child's Reading Accuracy Level is . . .	and the child's Reading Comprehension is . . .	then the next step is . . .	Reading Level
Frustration	Beginning	Move the child down two reading levels for instruction.	L
	Developing	Move the child down one reading level for instruction.	M
	Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	N
Instructional	Beginning	Move the child down one reading level for instruction.	M
	Developing or Proficient	Keep the child at this reading level for instruction. Focus on rereading to improve accuracy and fluency.	N
Independent	Beginning	Keep the child at this reading level for instruction.	N
	Developing or Proficient	Move the child up one reading level for instruction.	O

Oral Reading Record

Name _____ **Age** _____ **Grade** _____

Book Title _____ **Level** _____ **Total Words** _____

Teacher _____ **Date** _____

Key

E = error or miscue **SC** = self-correction **M** = meaning **S** = structure **V** = visual
✓ = accurate reading **R** = rereading or repetition - = omission **T** = teacher assistance

Page	Text	E	SC	Information Used	
				E/MSV	SC/MSV

Analysis of Oral Reading Record

1. **Total Words:** _____ (Record the total words in the book.)
 2. **Miscues:** _____ (Add up the error column.)
 3. **Self-corrections:** _____ (Add up the self-correction column.)
 4. **Miscue Rate:** _____ (Total Words ÷ Miscues)
 5. **Self-correction Rate:** _____ (Adjusted Miscues + Self-corrections ÷ Self-corrections)
 6. **Accuracy Percentage:** _____ (Total Words – Miscues ÷ Total Words × 100)
 7. **Text is at student's _____ level. Place student at *Literacy by Design* Level _____.**

Circle one:

95–100% Text is at student's **independent reading level.**

Place student one level higher.

90–94% Text is at student's **instructional level**.
Place student in this reading level.

Place student in this reading level.

Below 90% Text is at student's **frustration level**.
Place student one level lower.

Place student one level lower.

Place student at level _____.

Miscue Synopsis (Information student did and did not use)

Taking an Oral Reading Record

To complete a traditional Oral Reading Record, use the form on page 76 and write the words for the text (or portion of the text) to be assessed. As the student reads aloud, mark the form as follows.

Accurate Reading Every time the student reads a word correctly, place a checkmark on the form in the section provided for the text.

Example:

Student:	✓	✓	✓	✓
Text:	I	had	an	idea.

Substitution Every time a student reads a word that is different than what is written, write the substituted word instead of a checkmark. This is considered a miscue unless the student self-corrects.

Example:

Student:	✓	✓	✓	illness
Text:	I	had	an	idea.

Self-correction If a student self-corrects, record the initial incorrect response, but write SC next to it to indicate the student self-corrected independently. Mark this as a self-correction and not an error.

Example:

Student:	✓	✓	a/SC	✓
Text:	I	had	an	idea.

Rereading or Repetition Whenever a student repeats a word, record this by writing an *R* next to the checkmark. If the student repeats a string of words, draw an arrow back to where the rereading began. If the rereading or repetition leads to the correct word or words, a miscue is not counted.

Example:

Student:	✓	✓	✓R	✓
Text:	I	had	an	idea.

Example:

Student:	✓	✓ ^{SC}	✓	✓R
Text:	I	had	an	idea.

Omission If a student omits a word, use a dash to record the omission. This is a miscue if the student does not self-correct.

Example:

Student:	✓	✓	–	✓
Text:	I	had	an	idea.

Insertion If a student inserts a word into the text, mark this with a caret (^) and write the word. This is a miscue unless the student self-corrects.

Example:

Student:	✓	✓	a ^{great} ^	✓
Text:	I	had	an	idea.

Teacher Assistance If a student is either unable or unwilling to continue due to a challenge, assist the student so that he or she continues reading. Write a *T* next to these miscues.

Example:

Student:	✓	✓	✓	
Text:	I	had	an	idea./T

Analyzing an Oral Reading Record

Step 1: Once the student finishes reading the text, tally each error (miscue) in the E column and each self-correction in the SC column.

Step 2: In the E/MSV column, write M S V next to each line of text that contains an error. Circle M, S, and/or V to indicate whether the student was successfully using meaning (M), language structure (S), and/or visual/phonics (V). Do not analyze omissions.

- Did the miscue make sense? If so, circle M.
- Did the sentence sound right even with the miscue? If so, circle S.
- Did the miscue resemble the printed word? If so, circle V.

Step 3: In the SC/MSV column, write M S V next to each line of text that contains a self-correction. Circle M, S, or V to indicate what type of information the student used to self-correct.

- Did the student realize the miscue didn't make sense and then change it? If so, circle M.
- Did the student notice the sentence structure sounded odd and then self-correct? If so, circle S.
- Did the student sound out the word to self-correct? If so, circle V.

Step 4: Once the chart is completed, record the total number of words, miscues, and self-corrections in the Analysis of Oral Reading Record section of the form. Use the formulas on the form to calculate a miscue rate (e.g., 1:20), a self-correction rate (e.g., 1:30), and an accuracy percentage.

Step 5: In the Miscue Synopsis section, look for patterns in the types of miscues and in the information the student uses to self-correct. Ask yourself the following questions before summarizing:

- What types of miscues did the student make repeatedly?
- What types of miscues has the student made during previous oral reading records (if available)?
- Did the student ask for teacher assistance? How often?
- Does the student attempt to problem-solve? If so, how?

Sample Oral Reading Record

Oral Reading Record						
Name <u>Magali Iglesias</u>		Age <u>6</u>	Grade <u>First</u>			
Book Title <u>Our Town</u>		Level <u>F</u>	Total Words <u>189</u>			
Teacher <u>Ms. Fields</u>		Date <u>3-7-08</u>				
Key E = error or miscue SC = self-correction M = meaning S = structure V = visual ✓ = accurate reading R = rereading or repetition - = omission T = teacher assistance						
Page	Text	E	SC	Information Used		
				E/MSV	SC/MSV	
2	✓ ✓ ✓ ✓ <u>very</u> ✓ ✓	1		(M)S V		
	✓ ✓ ✓ ✓ <u>smart/SC</u> <u>special</u>		1		(M)S V	
	✓ ✓ ✓ ✓ R ✓ ✓					
	✓ <u>places</u> ✓ ✓ ✓	1				
	✓ ✓ ✓ <u>tr...</u> <u>trip/T</u> ✓ ✓ ✓	1		M S (V)		
4	✓ ✓ ✓ ✓ R2					
	✓ ✓ ✓ ✓ ✓ ✓					
	✓ ✓ ✓ ✓ <u>homes</u> <u>houses</u>	1		(M)S V		
	✓ ✓ <u>wear</u> <u>walk</u> ✓ ✓	1		M S V		
	✓ ✓ ✓ ✓ ✓					

Analysis of Oral Reading Record

1. Total Words: 189 (Record the total words in the book.)

2. Miscues: 12 (Add up the error column.)

3. Self-corrections: 2 (Add up the self-correction column.)

4. Miscue Rate: 1:16 (Total Words ÷ Miscues)

5. Self-correction Rate: 1:7 (Adjusted Miscues + Self-corrections ÷ Self-corrections)

6. Accuracy Percentage: 94% (Total Words - Miscues ÷ Total Words × 100)

7. Text is at student's Instructional level. Place student at Literacy by Design Level F.

Miscue Synopsis (Information student did and did not use)
Magali focuses on reading for meaning and does not consistently attend to visual information.

Circle one:
 95-100% Text is at student's **independent reading level**. Place student one level higher.
 90-94% Text is at student's **instructional level**. Place student in this reading level.
 Below 90% Text is at student's **frustration level**. Place student one level lower.